

# Board of Education Agenda Item

Item: \_\_\_\_\_ H. \_\_\_\_\_

Date: \_\_\_\_\_ April 20-21, 2005 \_\_\_\_\_

**Topic:** Statewide Career and Technical Education Performance Report Summary for the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education

**Presenter:** Ms. Elizabeth M. Russell, Director of Career and Technical Education, Department of Education  
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## Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☐ Other: \_\_\_\_\_

☐ Action requested at this meeting ☐ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action

date March 23, 2005

action Accepted statewide CTE performance report on secondary school indicators

## Background Information:

At its March 23, 2005, the Board of Education accepted the Virginia System of Performance Standards and Measures for Virginia's secondary schools as part of the 2000-2004 State Plan for Career and Technical Education (CTE). The Virginia Community College System receives its Perkins Funds as a sub-recipient of the Virginia Department of Education. As such, the federal Perkins Act requires that the results on the negotiated state-adjusted levels of performance for postsecondary CTE be communicated to the Virginia Board of Education and other audiences. Each institution in the Virginia Community College System will receive an annual report of performance.

**Summary of Major Elements:**

The Virginia system addresses performance on:

- academic achievement;
- occupational competence;
- nontraditional career preparation;
- successful transition to careers and/or further education;
- employer/employee satisfaction with high school preparation; and
- access and success for special populations as defined by Perkins.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the report be accepted as presented, maintained as a part of the Board of Education's meeting records, and be communicated to the audiences required by the Perkins legislation.

**Impact on Resources:**

There is a minimum impact on resources. The agency's existing resources can absorb costs at this time.

**Timetable for Further Review/Action:**

None

**Perkins III**  
**Virginia Community College System Indicators for 2003-2004**  
**Core Performance Standards and Measures**  
**April 20, 2005**

- For the 2003-04 cycle, the Virginia Community College System (VCCS) exceeded performance targets for four of the seven broadly defined measures
  - Student attainment levels for academic and technical skills exceeded the targets.
  - Numbers of students of the under-represented gender completing programs identified as “gender-dominant” exceeded the target, but the numbers of the under-represented gender enrolling in these programs did not reach the target.
  - Retention after job placement for recent graduates also exceeded expectations.
  - Graduation rates and total placement rates, combining employment and further study, did not reach targeted levels.
- Perkins performance measure definitions for the System were finalized with the Virginia and federal departments of education in fall 2000 (see TABLE 1).
- Federally approved VCCS or System-level targets for the 2000-01 reporting cycle were established and reviewed through Spring 2001 (see TABLE 2). The latest VCCS performance targets, 2001-02 through 2003-04 were approved in Fall 2001 and are in Table 2.
- College-specific performance data (see Table 3) are for the planning and evaluation activities of college staff and VCCS Workforce Development Services staff. Only System-level performance levels are compared to System-level targets in the annual report submitted to DOE.

Copies available at: <http://www.so.cc.va.us/vccsasr/Research/index.html>

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**TABLE 1**

**Perkins III  
Virginia Community College System Indicators for 2003-2004  
Core Performance Standards and Measures**

**Core Indicator 1: Student Attainment****1P1 Academic Skills**

This measure is the percentage of technical majors in certificate, diploma, and degree programs successfully completing an academic skills course. Specifically, for a fall term all registrations for occupational-technical students in mathematics, English, biology, chemistry, geology, physics, and natural science at the 100 level or higher are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle (this report), all student registrations with the grade of 'W' were added to the numerator.

**1P2 Technical Skills**

Percentage of technical majors in certificate, diploma, and degree programs successfully completing a technical skills course is the basic measure. Specifically, for a fall term all registrations for occupational-technical students in occupational-technical courses (HEGIS codes greater than 5000) are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle (this report), all student registrations with the grade of 'W' were added to the numerator

**Core Indicator 2: Completion****2P2 Graduation Rate**

A subset of the federal student right-to-know measure is used, which is the number of first-time, full-time, occupational-technical freshmen completing a program within 150% of the program length (numerator) as a percentage of the occupational-technical cohort beginning the same fall semester (denominator).

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**TABLE 1 (cont.)**

## **Core Indicator 3: Placement and Persistence**

### **3P1 Placement, Employment and Further Study**

Virginia employment information is obtained for technical graduates within 6-12 months following graduation. Specifically, graduates of an academic year are tracked using UI files to determine their employment status in Virginia in the 4<sup>th</sup> quarter of that calendar year. For the same graduates, State Council staff determines the number enrolled at a 4-year institution during the corresponding fall semester. The measure is the unduplicated count of those working or studying as a percentage of the total graduates.

### **3P2 Retention, Employment**

Retention is defined as the percentage of those graduates found to be working, as defined in the placement measure, 3P1, who continue working for a period of at least one quarter. For example, graduates identified as working in 4<sup>th</sup> qtr. 1999 would be matched against UI employment information for 1<sup>st</sup> qtr. 2000.

## **Core Indicator 4: Equity: Program Enrollment and Completion**

### **4P1 Representation, Enrollment**

The enrollment measure is the combined minority gender enrollments for each program as a percentage of the total enrollment for all “under-represented” programs. “Under-represented” programs are those related to occupations with gender under-representation (less than 25% minority employment, U.S. Census Household Survey). The minority gender for 4P1 and 4P2 is defined according to national gender splits for the occupations, not the gender with the lowest enrollments or graduates in VCCS programs.

### **4P2 Representation, Graduates**

Similarly for the same “under-represented” programs, the representation measure for graduates is defined as the combined number of minority gender graduates from each of these programs as a percentage of the total graduates for all “under-represented” programs

**TABLE 2 - November 2001 Update****Virginia - Postsecondary****Final Agreed Upon Performance Levels for 2000-01 and Years 3, 4 and 5**

These are the final baselines and adjusted performance levels agreed upon by the State and the U.S. Department of Education for Years 3, 4, and 5. These baselines and adjusted performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Column 1	Column 2	Column 3	Column 4	Column 4A	Column 5	Column 6	Column 7	Column 8
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Actual Levels	Agreed Upon Level 2000-01	Performance Levels for Years 3, 4, & 5		
		DOE Codes		2000-01		7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
<b>IP1 Academic Attainment</b>	<p><b>Numerator:</b> Number of occupational-technical students enrolled in mathematics, English, biology, chemistry, geology, physics, and/or natural sciences at the 100 level or higher who have a "C" or better in the academic course.</p> <p><b>Denominator:</b> Number of occupational-technical students enrolled in mathematics, English, biology, chemistry, geology, physics, and/or natural sciences at the 100 level or higher.</p>	<b>2</b>	<b>69.65%</b>	<b>67.97%</b>	<b>70.08%</b>	<b>70.13%</b>	<b>70.18%</b>	<b>70.23%</b>

Column 1	Column 2	Column 3	Column 4	Column 4A	Column 5	Column 6	Column 7	Column 8
Core Sub-Indicator	Measurement Definition	Measurement Approach DOE Codes	Final Agreed Upon Baseline	Actual Levels	Agreed Upon Level 2000-01	Performance Levels for Years 3, 4, & 5		
				2000-01		7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
<b>1P2 Skill Proficiencies</b>	<p><b>Numerator:</b> Number of occupational-technical students enrolled in occupational-technical courses with HEGIS codes greater than 5000 that have a “C” or better in the occupational-technical course.</p> <p><b>Denominator:</b> Number of occupational-technical students enrolled in occupational-technical courses with HEGIS greater than 5000.</p>	<b>4</b>	<b>82.55%</b>	<b>81.26%</b>	<b>83.00%</b>	<b>83.05%</b>	<b>83.10%</b>	<b>83.15%</b>
<b>2P1 Completion</b>	<p><b>Numerator:</b> Number who earn an award/degree within 150 percent of the program length.</p> <p><b>Denominator:</b> Number of new freshmen entering occupational-technical programs as full-time students in a fall semester.</p>	<b>1</b>	<b>17.76%</b>	<b>17.53%</b>	<b>18.00%</b>	<b>18.05%</b>	<b>18.10%</b>	<b>18.15%</b>
<b>3P1 Placement</b>	<p><b>Numerator:</b> Number of graduates identified as employed within 6-12 following graduation plus the number of graduates identified as attending a 4-year institution in the term immediately following graduation.</p> <p><b>Denominator:</b> Number of occupational-technical graduates.</p>	<b>3</b>	<b>73.69%</b>	<b>70.57%</b>	<b>74.69%</b>	<b>74.74%</b>	<b>74.79%</b>	<b>74.84%</b>

Column 1	Column 2	Column 3	Column 4	Column 4A	Column 5	Column 6	Column 7	Column 8
Core Sub-Indicator	Measurement Definition	Measurement Approach DOE Codes	Final Agreed Upon Baseline	Actual Levels	Agreed Upon Level 2000-01	Performance Levels for Years 3, 4, & 5		
				2000-01		7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
<b>3P2 Retention</b>	<p><b>Numerator:</b> Number of graduates who successfully transitioned into employment, and who have continued employment for a period of at least one quarter.</p> <p><b>Denominator:</b> Number of graduates who successfully transitioned into employment, as defined in 3P1.</p>	<b>3</b>	<b>89.63%</b>	<b>88.67%</b>	<b>89.63%</b>	<b>89.68%</b>	<b>89.73%</b>	<b>89.78%</b>
<b>4P1 Participation Non-Traditional</b>	<p><b>Numerator:</b> Number of students of the under-represented gender enrolled in non-traditional programs.</p> <p><b>Denominator:</b> Number of students enrolled in non-traditional programs.</p>	<b>1</b>	<b>18.35%</b>	<b>20.76%</b>	<b>18.85%</b>	<b>18.90%</b>	<b>18.95%</b>	<b>19.00%</b>
<b>4P2 Completion Non-Traditional</b>	<p><b>Numerator:</b> Number of graduates of the under-represented gender whom complete non-traditional programs.</p> <p><b>Denominator:</b> Number of graduates who complete non-traditional programs.</p>	<b>1</b>	<b>22.14%</b>	<b>28.07%</b>	<b>22.50%</b>	<b>22.55%</b>	<b>22.60%</b>	<b>22.65%</b>



### **Table 3**

#### **College Results**

##### **Perkins Performance Indicators: 2003-04 Data Cycle**

The measures are based on Fall 2003 enrollments and grades (1P1, 1P2, and 4P1), 2002-03 graduates (3P1, 3P2, 4P2), and a fall 2001 (mid-term) entering cohort (2P1). College level data by measure for each of the Perkins-defined special populations are available, but not presented. All dates are as of December 31, 2004.

Denominators and numerators are defined in Table 2. All tabled values are percentages.

	<b>1P1</b>	<b>1P2</b>	<b>2P1</b>	<b>3P1</b>	<b>3P2</b>	<b>4P1</b>	<b>4P2</b>
<b>BRCC</b>	83.8	88.3	34.2	87.8	79.9	13.6	24.6
<b>CVCC</b>	78.2	89.2	26.6	73.3	95.6	21.7	39.6
<b>DSLCC</b>	59.1	88.5	15.4	64.9	94.6	12.3	14.4
<b>DCC</b>	69.3	90.7	30.9	71.0	85.9	11.1	8.6
<b>ESCC</b>	87.3	86.0	42.1	81.4	81.0	8.6	9.1
<b>GCC</b>	83.1	88.0	2.0	81.0	92.6	24.6	11.5
<b>JSRCC</b>	67.9	84.8	8.2	77.6	93.6	16.9	20.1
<b>JTCC</b>	73.6	84.5	3.4	79.2	92.2	14.9	34.7
<b>LFCC</b>	88.1	90.1	28.3	78.0	93.0	16.3	13.4
<b>MECC</b>	77.5	89.1	15.2	58.6	92.3	15.0	13.9
<b>NRCC</b>	68.4	91.1	25.2	77.0	92.2	13.0	11.3
<b>NVCC</b>	83.1	88.2	12.2	63.0	89.1	27.4	30.0
<b>PHCC</b>	83.5	92.1	15.7	70.7	89.8	31.4	31.5
<b>PDCCC</b>	72.1	87.1	33.3	77.4	96.9	22.4	38.2
<b>PVCC</b>	88.5	92.2	11.4	88.3	93.6	23.2	23.3
<b>RCC</b>	86.8	83.2	13.3	82.6	96.0	9.6	14.1
<b>SVCC</b>	73.2	90.1	25.2	73.2	91.5	12.6	40.1
<b>SWCC</b>	79.9	88.1	38.7	57.9	82.9	23.3	52.8
<b>TNCC</b>	67.0	86.7	7.9	61.1	92.6	17.3	29.6
<b>TCC</b>	79.0	91.2	8.5	64.9	91.8	18.7	28.5
<b>VHCC</b>	81.2	90.6	22.0	60.4	94.9	18.0	23.4
<b>VWCC</b>	67.7	78.2	10.1	80.9	90.7	21.7	29.1
<b>WCC</b>	59.1	81.9	21.2	65.9	87.1	13.0	16.2
<b>VCCS AVG.</b>	76.1	88.0	16.6	70.1	90.3	18.9	26.7
<b>TARGET</b>	70.23	83.15	18.15	74.84	89.78	19.00	22.65